

USOE approved for K-3 Reading

State-reimbursed—apply by June 28, 2013

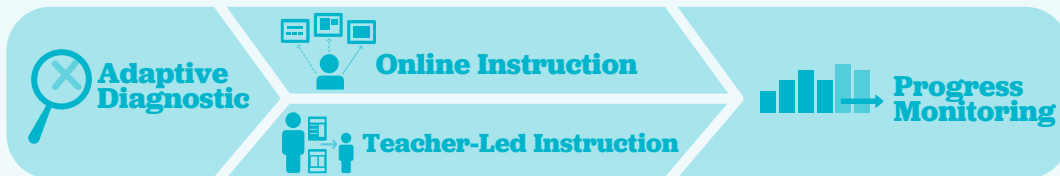
***“Provost Elementary school
has enjoyed and found the
i-Ready program a highly
useful tool for literacy and
school-wide assessments.”***

Steve O.
Principal, Provo, UT

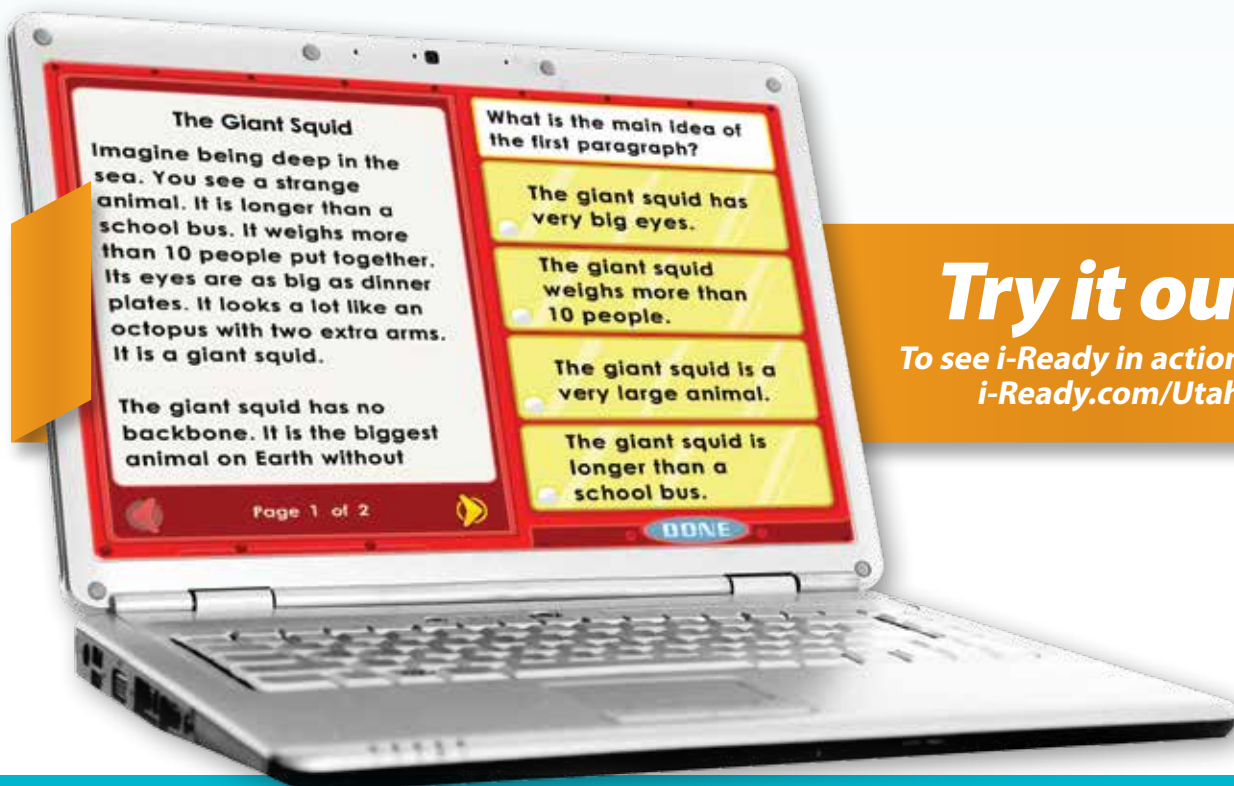
i-Ready® Diagnostic & Instruction

An adaptive diagnostic and online instruction built for the Common Core

Built for the Common Core, i-Ready® Diagnostic & Instruction combines a valid and reliable measure and personalized instruction in a single online product that saves teachers time at a fraction of the cost of similar products.



- **Adaptive Diagnostic** pinpoints student needs down to the sub-skill level and gives teachers an action plan for success for each student
- **Online Instruction** provides explicit differentiated online instruction that fits each student like a glove
- **Teacher-Led Instruction** supports blended learning with embedded downloadable lessons and easy-to-use print resources
- **Progress Monitoring** at the class, grade, school, and district levels helps students learn more and learn faster



Try it out!

To see i-Ready in action, visit
i-Ready.com/Utah

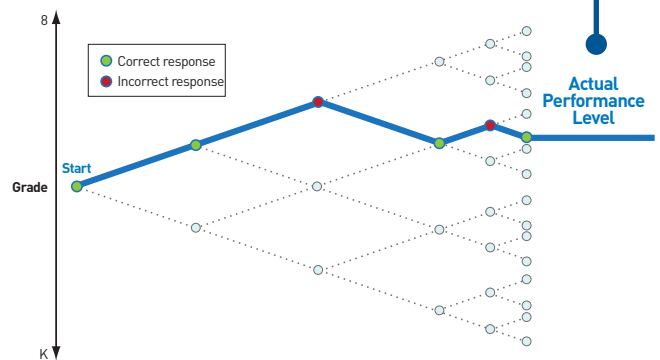
Diagnose

Answer the question “why?”

To build an instructional plan, i-Ready® diagnoses student performance by domain across multiple grade levels. It provides a valid and reliable measure of student growth for your whole district and detailed diagnostic results that pinpoint students’ abilities and needs to the sub-skill level.

i-Ready pinpoints the actual level of performance in order to target instruction

Sample adaptive Phonics assessment:
Cameron Davis, Grade 4



Questions get harder or easier based on a student’s answer to a previous question.

Phonological Awareness

Late 1

Phonics

Late 2

High-Frequency Words

Late 2

Vocabulary

Mid 3

Comprehension: Literature

Mid 2

Comprehension: Informational Text

Mid 2

A student’s instructional path is determined by domain-level performance.

“We selected i-Ready because of the simple, singular platform, easy-to-access reports, and availability of data to differentiate and drive instruction.”

— Peter Leeman, Director of Technology,
Weilenmann School of Discovery, Utah

Teacher-Led Instruction

Get blended learning resources at your fingertips

Instantly available reports from i-Ready® Diagnostic detail each student's abilities and areas of need. The reports provide teachers an action plan for individual and group instruction, and the tools to deliver that instruction in any style learning environment.

Overview	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Literature	Lexile® Performance
----------	---------	----------------------	------------	---------------------------	---------------------------	---------------------

Olivia Reyes – Reading – Grade 2

Overall Performance

✓ On or Above Level ✖ < 1 Level Below ✖ > 1 Level Below

Test	Placement	Scale Score	Standard Error
Test 2 - 02/10/2013	✓ Level 2	469	±12.0
Test 1 - 11/7/2012	✖ Level 1	432	±13.0

Detail for Test 1 - 11/7/12

Domain	Placement	Scale Score
Phonological Awareness	✓ Tested Out	
Phonics	✖ Level 1	
High-Frequency Words	✓ Level 2	
Vocabulary	✖ Level 1	
Comprehension: Literature	✖ Level 1	
Comprehension: Informational Text	✖ Level 1	

Olivia Reyes – Reading – Grade 2

Domain	Placement	Scale Score
Phonics	✖ Level 1	432

Building Phonics Skills

This subtest measures how accurately children decode written words, or match sounds to letters. The CCSS emphasize the importance of differentiated instruction in Phonics, as well as other foundational skills. This subtest is designed to identify which Phonics skills a child already knows and which skills need targeted instruction.

What Olivia Can Do

Results indicate that Olivia can likely do the skills shown below.

Understand organization and basic features of print. Recognize and name all uppercase letters of the alphabet.

Understand organization and basic features of print. Recognize and name all lowercase letters of the alphabet.

Demonstrate basic knowledge of one-to-one letter-sound correspondences. Match consonant sounds to letters in isolation: s, f, r, m, p, l, t

Demonstrate basic knowledge of one-to-one letter-sound correspondences. Match consonant sounds to letters in isolation: d, n, g, b, h, c

Demonstrate basic knowledge of one-to-one letter-sound correspondences. Match consonant sounds to letters in isolation: v, j, w, x, k, z, y

Match long vowel sounds with common spellings for the five major vowels. Match long vowel sounds to individual letters in isolation.

Match long vowel sounds with common spellings for the five major vowels. Recognize the long vowel sound within one-syllable words.

Next Steps for Instruction

Results indicate that Olivia will benefit from instruction and practice in the skills shown below.

Teach or review the vowel sounds for short a, e, i, o, and u.

- Display a vowel. Say the short vowel sound for the letter. Have Olivia and other children repeat the sound several times.
- Have children practice writing the letter i and have them say the short vowel sound each time they write it.
- Repeat for each short vowel.
- Display different letter cards, one at a time. Have children say the short sound for the letter you display.

Teach or review decoding VC and CVC words.

- Review the short vowel sound for a. Write bag. Point to each letter as you blend the sounds and say the word: /b/ /a/ /g/. bag. Have Olivia blend and say the word. Repeat with sat, wag, lap, an.
- Model building and blending short a words using letter cards.
- Repeat with the short vowels e, i, o, and u. Use words such as in, net, den, pet, pig, tin, dip, fog, dot, cob, gum, tug, sun.

Teach decoding CCVC words with initial i-blends and r-blends.

- Write slip. Ask: "What sounds do the letters s and l stand for?" (/s/ /l/) Underline the blend sl. Say: "The sounds of the consonants s and l blend together to say /sl/."
- Blend the word and have Olivia and other children say it with you: /s/ /l/ /i/ /p/. slip.
- Have children blend and read these words: crib, drop, frog, prop, trip, grab, blot, clog, clap, glad.
- Use letter cards to build flip. Then substitute one letter at a time to form flop, flap, flag. Repeat with other words.

Teach decoding CCVC words with final blends.

- Write pink. Underline nk. Explain that some words end with two consonants and that their sounds blend together. Blend the word and have Olivia say it with you: /p/ /i/ /n/ /k/. pink. Repeat with ink, bank, hornk, jump, bump, test, dust, just.
- Use letter cards to build hand. Then substitute one letter at a time to form band, bend, bent, end. Repeat with other words.

Teach sound-spelling correspondences for consonant digraphs.

- Explain that two consonant letters that make a single sound are called consonant digraphs. Write the digraph th and say its sound, /th/. Have children repeat the sound.
- Repeat for sh, /sh/; ch, /ch/; wh, /hw/; and ck, /k/.
- Write the digraphs on index cards. Hold up a card and have children say its sound.

Teach decoding regularly spelled one-syllable words with initial consonant digraphs.

- Write the consonant digraph th and review its sound, /th/. Have children repeat the sound chorally. Repeat with digraphs sh, /sh/; ch, /ch/; and wh, /hw/.
- Write thin. Blend the word and have Olivia say it with you: /th/ /i/ /n/. thin. Repeat with other words with initial consonant digraphs such as thick, thank, shop, ship, shed, shut, chin, chop, chess, whip, when.

Explicit guidance tells teachers exactly where to go in our print programs for additional foundational skills support and blended learning solutions.

Home-School Connection
These reports are also available for parents!

i-Ready® reports point to Common Core Instruction

i-Ready™ Tools for Instruction

Decode Two-Syllable VC/CV Words

The number of syllables in a word corresponds to the number of vowel sounds. As developing readers encounter words with more than one syllable, they learn to look for vowels and consonants in patterns that help them break a word into decodable “chunks.” One common syllable pattern has short-vowel VC/CV (Vowel-Consonant/Consonant-Vowel) syllables, as in *un/til*, *con/nect*, and *pic/nic*. By identifying the syllable pattern, saying each syllable, and then saying the whole word, students are learning to decode long words strategically. For each of the following activities, select words from the word list **Words with a VC/CV Pattern** (page 3) that are appropriate for your students.

Three Ways to Teach

Fold Between the Consonants 10–15 minutes

- Display a word with the VC/CV syllable pattern, such as *tennis*.
- Label the vowels and consonants below the word.
- Explain that syllables are often divided between two consonants. Then draw a slash between the two consecutive C's to show where the word will be divided into syllables.

t e n n i s
C V C/C V C

- Model reading the syllables by “scooping” your finger under each syllable as you pronounce it. Then say the whole word naturally, and use the word in an oral sentence.
- Display more words with the same syllable pattern. Have students copy the words onto slips of paper, spacing the letters apart, and add the VC/CV label.
- Direct students to fold the paper between the consonants. Ask, *What is the first syllable? What is the second syllable?* Then have students unfold the paper. Ask, *What is the whole word?*

Build Two-Syllable Words 10–15 minutes

- Prepare 8 or more syllable cards by breaking apart two-syllable short-vowel words in the VC/CV pattern. Write each syllable on a card.

mag net in dex sud den vel vet mit ten

- Challenge students to decode each syllable and match the syllables to make real words. Read the words together to decide whether they are real.

Tools for Instruction

Downloadable teacher guide-style lessons help teachers meet individual student or instructional group needs.



“i-Ready is a software program that provides differentiated instruction automatically for the teacher. Teachers love it because they see their students grow academically. Parents love it because their students do not ask to be on it, they want to be on it. This is one program that provides support for students at school and at home.”

— Judy Nixon, Principal

Online Instruction



Provide differentiated instruction regardless of grade level

With i-Ready's explicit online instructional modules, students are automatically placed into instruction at their level based on i-Ready® Diagnostic results. These 10–45-minute lessons provide a consistent lesson structure and are so engaging, students forget they are doing work!

Hundreds of hours of instruction!



Step 1: Explicit Instruction

Students learn a skill or concept through highly interactive, scaffolded, explicit instruction



Step 2: Guided Practice

Next, following instruction, students practice what they've learned and receive corrective feedback to reinforce understanding



Step 3: Progress Monitoring

Students are assessed at the end of each lesson to drive ongoing progress monitoring

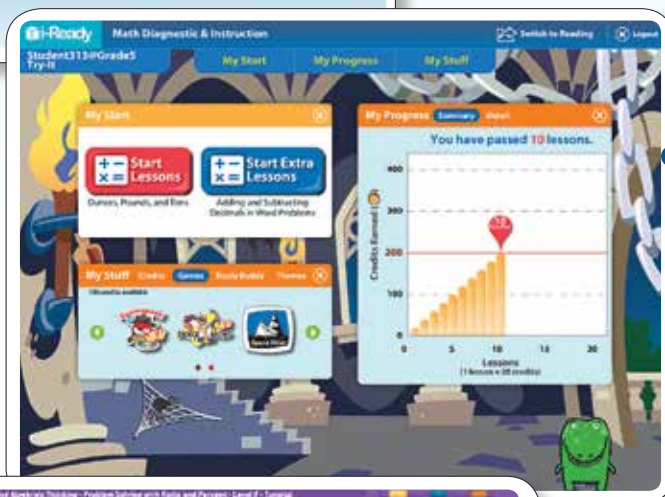
Motivate all students with engaging interactive features

i-Ready's online instruction modules engage learners in a low risk environment. Students can personalize their experience with their choice of Study Buddies and take ownership of their own learning with an individualized home page. A variety of learning backgrounds transport students into environments that engage and motivate them.



Study Buddy characters provide encouragement

Students have fun while they're learning!



A personal home page shows assignments and links to a progress dashboard



Rich visuals and graphics, including engaging animated characters, gain students' attention and sustain interest

Progress Monitoring helps students learn faster

i-Ready® provides teachers and administrators with opportunities to monitor progress at the student, class, school, and district levels. With i-Ready, it's easy to tell exactly how far a student has come and where they are headed.

Growth arrows show student progress made from using the instruction

Stefanie Boll - Grade 4

08/15/2011 - 05/31/2012

Progress Summary

	Grade K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
Domain	Early K	Mid K	Late K	Early 1	Mid 1	Late 1	Early 2	Mid 2	Late 2	Early 3	Mid 3	Late 3	Early 4	Mid 4	Late 4	Early 5	Mid 5	Late 5	Early 6	Mid 6	Late 6	Early 7	Mid 7	Late 7	Early 8	Mid 8	Late 8
Phonological Awareness	Tested Cut																										
Phonics	<div></div>																										
High-Frequency Words	Tested Cut																										
Vocabulary																											
Comprehension																											
													Grade 4														

Grade 4

Detail by Domain

	Lessons			Time on Task	Domain Status
	Passed	Completed	Pass Rate		
Overview	52	63	83%	20h 05m	
Phonological Awareness	No Activity				Off
Phonics	<div><div></div></div> 15	18	83%	05h 40m	On
High-Frequency Words	No Activity				Off
Vocabulary	<div><div></div></div> 20	25	80%	07h 45m	On
Comprehension	<div><div></div></div> 17	20	85%	06h 40m	On

Detail by Lesson

Phonics					
Date	Lessons	Pass/Fail	Score	Time on Task	Extra Lesson
4/5/12	r-Controlled Vowels: eer LA.2.RF.2.3.b - Know spelling-sound correspondences for additional common vowel teams.	Pass	83%	10m	
4/1/12	Building Word Knowledge: 3 LA.3.L.3.5.a - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	Pass	91%	20m	
3/30/12	Diphthongs: oi, oy LA.2.RF.2.3.b - Know spelling-sound correspondences for additional common vowel teams.	Pass	93%	19m	
3/29/12	Diphthongs: oi, oy LA.2.RF.2.3.b - Know spelling-sound correspondences for additional common vowel teams.	Fail	61%	18m	
3/28/12	Diphthongs: ow, ou LA.2.RF.2.3.b - Know spelling-sound correspondences for additional common vowel teams.	Pass	75%	17m	

Comprehension					
3/30/12	Story Characters, Setting, and Plot LA.1.RL.1.1 - Ask and answer questions about key details in a text.	Pass	90%	16m	
3/28/12	Make Predictions	Pass	88%	12m	

Student progress on instructional modules is easy to track on a regular basis

Warning triangles alert teachers to areas of concern

Track performance on Common Core standards

A detailed Common Core State Standards report shows progress from one test to another. Teachers can also see which prior grade-level standards may need further remediation. **State standards reports also available!**

Common Core State Standards for English Language Arts			
Grade 2		Test 1	Test 2
Reading: Foundational Skills: Phonics and Word Recognition. Know and apply grade-level phonics and word analysis skills in decoding words.			
LA.2.RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.		✓
LA.2.RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.		✓
LA.2.RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.		✓
LA.2.RF.2.3.d	Decode words with common prefixes and suffixes.		✓
LA.2.RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.		✓
Language: Vocabulary Acquisition and Use. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.			
LA.2.L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.		
LA.2.L.2.4.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).		✓
LA.2.L.2.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).		
Grade 3		Test 1	Test 2
Reading: Foundational Skills: Phonics and Word Recognition. Know and apply grade-level phonics and word analysis skills in decoding words.			
LA.3.RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.		✓
LA.3.RF.3.3.b	Decode words with common Latin suffixes.		✓
LA.3.RF.3.3.c	Decode multisyllable words.		✓
LA.3.RF.3.3.d	Read grade-appropriate irregularly spelled words.		✓
Language: Vocabulary Acquisition and Use. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Demonstrate understanding of word relationships and nuances in word meanings.			
LA.3.L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).		✓
LA.3.L.3.5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).		
Grade 4		Test 1	Test 2
Reading: Literature: Key Ideas and Details. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
LA.4.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		✓
Reading: Literature: Key Ideas and Details. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
LA.4.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).		
Reading: Literature: Craft and Structure. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
LA.4.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).		
Reading: Informational Text: Key Ideas and Details. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
LA.4.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		

A view of standards across multiple grade levels helps with Common Core transition

Monitor progress on each Common Core standard based on i-Ready Diagnostic results at different points in the school year

Click to access aligned i-Ready skills

A program you can trust

Research-based, valid, and reliable

i-Ready® Diagnostic development has followed guidelines outlined by the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME) for best practices in assessment development.

- Best-practice adaptive test design: Based on well-accepted test theories of Rasch and Item Response Theory (IRT) Modeling
- Best-practice assessment development (e.g., item design, test construction): Informed by best practices in the field of educational testing as well as the Common Core State Standards
- Assessment development led by expert advisors: Includes renowned experts in psychometrics, reading, math, special education, English language learner education, and teacher preparation
- Strong validity and reliability: The technical manual further documents assessment design protocol and provides a detailed analysis of test statistics and characteristics

Large, diverse sample for item and scale calibration

- More than 95,000 students nationwide
- 23 different states represented by 91 sites

Continued item development and testing

- More than 300,000 students nationwide
- Over 1 million assessments administered
- 42 different states represented by 413 sites

Demographic diversity of sample sites (approx.)

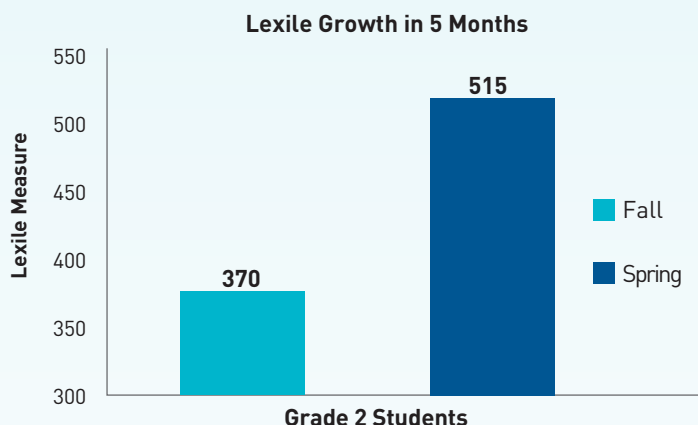
African American	31%
Hispanic	12%
Caucasian	51%
Qualified for free or reduced lunch	53%
Below the poverty line	19%
Special education student	14%
English language learner	15%

“i-Ready has provided informative diagnostic information that aligns closely to the Utah Core State Standards on each of our students. The information produced has helped to guide the development of our multi-tiered system of supports and the system itself has allowed our teachers to differentiate their instruction to a greater degree than ever before.”

— Colleen Smith, Principal

i-Ready® gets results

Schools all over the country are seeing results with i-Ready®. The adaptive assessment combined with engaging differentiated instruction leads to higher percentages of on-grade-level performance!

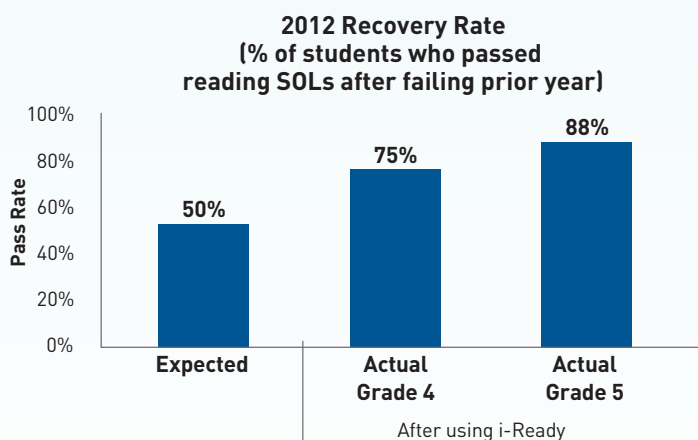


Edward Kemble ES, Sacramento, CA

- Title I school
- 89% Eligible for Free/Reduced Lunch
- 50% English Language Learners
- Implemented with grades 2 and 3

“The key is that it is assessment and instruction together.”

—Dr. Shana Henry, Principal



Farmington Elementary School, Culpeper, VA Title I school

- 52% Eligible for Free/Reduced Lunch
- Used i-Ready for 30-45 minutes/day, 4-5 days/week

“Of the Grade 5 Tier 2 students we used i-Ready with this year, none passed the SOLs last year and 88% passed this year.”

—Gail Brewer, Principal

Maximize your investment and get results with i-Ready professional development and training!



Delivers high-quality training by skilled educational consultants



Easy-to-use reports are clear, concise and provide individualized instruction



Choices of training include on-site or customized webinars

Choose from a variety of topics.

- Getting Started
- Understanding Data and Instructional Decision Making
- Leadership Best Practices
- Train-the-Trainer Implementations

... or, contact us and we can customize a training to suit YOUR needs!



Curriculum Associates®

C/O Craig Pritchard
2015 East Aspen Ridge Lane
Springville, Utah 84663

For more information:

Contact



Craig Pritchard

801-717-0739

CPritchard@cainc.com

Visit



[i-Ready.com/Utah](https://www.i-ready.com/Utah)